

Grade Level: First

Content Area: Introduction and Civics

Objective: Students will be introduced to Brian and his community. Identify significant places. Identify the difference between a community and neighborhood. Understand the responsibilities of being a community member. Give examples of notable leaders of different communities. Give examples of patriotic symbols. Identify the American flag.

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge*

word	community, neighborhood, patriotic symbols, flag, notable leaders
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Introduction: What is a community?

Session 1	<p>Introduce community through literature.</p> <ul style="list-style-type: none"> • Read the book <i>Humphrey the Lost Whale: A True Story</i>, by Wendy Tokuda. • Let the students define the words neighborhood and community • Read the story to students • Discuss the story and talk about how a community of people came together to help get the whale back to the Pacific Ocean. Redefine a community as: a group of people who come together for a common purpose. They do not need to live near each other. Challenge the students to think of other communities of people who work together for a common purpose (families, classes, faith organizations, sports teams, hunger-awareness groups, environmental organizations, animal-rights groups, etc.). Tell the students that a person can be a member of many different communities at the same time. Ask them to name the communities to which they belong. • Create a word cloud for community on wordle.com. Print and hang in your for reference. • Conclude that people work together or help each other for the common good of a community. Challenge students to think of ways they can help their community.
Session 2	<ul style="list-style-type: none"> • Hold a class review of yesterday's lesson. • Explain to students that there are different communities all over the world. Part of being a good community member is to become aware of other communities. Some communities need more help than others. • Tell students that today we will be taking a journey across the world to meet a boy named Brian and learn about his community. • Introduce students to the Brian's Community Glog • After navigating students through this glog, brainstorm how Brian's community is similar/different than your community. • Pass out Community Books explain we will be reflecting what we are learning in these books.
Session 3	<ul style="list-style-type: none"> • Using the Brian's Community Glog explore what different symbols, songs and holidays are important in Kenya. As a class or in small groups reflect on the important holidays, symbols, and songs here in our community and the US. • Students record their findings in their Community Book.
Session 4	<ul style="list-style-type: none"> • Using the Brian's Community Glog research the meaning and significance of Brian's flag. Compare and contrast it with your state and country flag. Record your findings in your Community Book.

Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a specific question to answer about what they have learned today.</p>	<p>Gifted and Talented</p> <p>1) Give students a chance to operate the Glog individually. Students can then come up with a list of questions they have for Brian and decide how they would like to ask him these questions; through blogging, a letter, a song, etc.</p>	<p>English Language Learners</p> <p>1) Give students question starters to help them formulate answers about their community.</p> <p>2) Provide students with a social studies dictionary where they can draw pictures, formulate questions, a write definitions.</p> <p>3) Provide time for additional background knowledge.</p>
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